A Team Approach to Graduation: 
Tools to Improve the Graduation Rate of 
Students with Disabilities
Our mission is to provide professional development to educators, youth, families, and transition partners to ensure every child graduates college and career ready!
Why do Graduation Rates Matter?

Students who do not graduate from high school:

- lower rates of employment
- lower incomes
- higher incarceration
What if Graduation increased by 1%

Increasing our graduation rate by just 1% could mean:

● 50 new jobs
● Increased $12.4 million in earnings
● Increased $2 million in Federal Tax revenue
● Increased $960,000 in State and Local Tax revenue
● Increased $16.6 million savings on healthcare
● Increased $9.4 million in spending
Research Shows Us Early Indicators

- Dropping out is a process not an event.
- Early predictors can be identified as early as 6th grade.
- Early discussion leads to critical interventions.

Teams should work together to support students.

*Teams include: Families, Students, Teachers, Administrators, and Support Staff*
Early Indicators

- Engagement
  Attendance

- Behavior
  Days removed from school
  Referrals, Suspensions, Expulsions

- Course Performance and Academic Achievement
  Number of passing courses
  Performance on Statewide Assessments
## DPI Dropout Early Warning System

**Students can't learn if they are not in school.**

**Students can't learn if they are not connected.**

<table>
<thead>
<tr>
<th>Mobility</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low:</strong> 0 school changes</td>
<td><strong>Low:</strong> 0-.5 suspension days</td>
</tr>
<tr>
<td><strong>Moderate:</strong> 1 school change in previous year</td>
<td><strong>Moderate:</strong> .5-3 suspension days</td>
</tr>
<tr>
<td><strong>High:</strong> 2+ school changes in previous year</td>
<td><strong>High:</strong> 3+ suspension days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low:</strong> Miss 12 or less days</td>
<td>Performance on Statewide Assessments</td>
</tr>
<tr>
<td><strong>Moderate:</strong> 12.5-20 absences</td>
<td>Different than cut scores</td>
</tr>
<tr>
<td><strong>High:</strong> 20+ absences</td>
<td>Comparison to their peers</td>
</tr>
</tbody>
</table>
### Team Approach in Supporting Graduation Rates

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Promising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development/Job Training</td>
<td>Work Based Learning</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>School/Classroom Environment</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Service Learning</td>
</tr>
<tr>
<td>Behavioral Interventions</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>Literacy Development</td>
<td></td>
</tr>
</tbody>
</table>

*Transition Improvement Grant*
Why Is Family Engagement Important

- Greater family involvement = Greater Student Achievement
- Increased Attendance, Behavior, Grades
- Increased Graduation Rate
- Increased Enrollment in Postsecondary Education
- Greater Involvement in Middle School + High School = Better Transitions, More Realistic Future Goals!
What Can WE Do?

- Climate
- Communication
- Relationships
- Engagement in Learning

ncfl National Center for Families Learning

TIG Transition Improvement Grant
# Setting a Climate for Learning

## Families
- Are you setting routines for learning at home?
- Are you being a role model for learning?
- Does your child see you learning new things?

## Schools
- Is your learning environment welcoming?
- Are you supporting learning at home?
- Have you asked parents how they would like to be engaged?
### Strong and Effective Communication

<table>
<thead>
<tr>
<th>Families</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Do you ask your child questions about their schoolwork?</td>
<td>- Does your communication employ multiple forms?</td>
</tr>
<tr>
<td>- Do you use open ended questions when talking to your child about school?</td>
<td>- Does your communication provide a means to build rapport and relationships?</td>
</tr>
<tr>
<td>- Do you reach out to school staff when you feel you are not being heard?</td>
<td>- Assess, is it regular, purposeful, and effective?</td>
</tr>
</tbody>
</table>

**TIG**

Transition Improvement Grant
# Building Relationships

## Families
- Do you build learning relationships with your child?
- Do you recognize yourself as an important teacher?
- Do you take advantage of learning opportunities at school?

## Schools
- Do you recognize and support differing levels of parental involvement?
- Do you acknowledge that parents know their child best?
- Do you create multiple opportunities for parents to feel successful?
# Engagement in Learning

<table>
<thead>
<tr>
<th>Families</th>
<th>Schools</th>
</tr>
</thead>
</table>
| - Do you determine how to best engage parents on a person by person basis?  
- How do you support parents who need ideas on engaging their child in education? | - Do you provide experiences for your child that support learning?  
- Do you take advantage of sharing and learning in everyday routines with your child? |
TIG Resources

WiGRIP
Improving Outcomes Through Planning and Implementing

Graduation Rate Improvement Plan: Research Support and Resources

Overview:
The Graduation Rate Improvement Plan: Research Support and Resources guide is designed to be an interactive tool that provides access to updated research relating to dropout prevention as well as direct access to evidence-based practices, applicable tools, and examples from the field.
The World is Yours!